

**INTEGRATING CHARACTER EDUCATION INTO LANGUAGE
LEARNING: EFL TEACHERS' SPIRITUAL NEGOTIATION IN
IMPLEMENTING BASIC COMPETENCES OF THE 2013 CURRICULUM**

Wiga Vivianingtiyas

ABSTRACT

The analysis undertaken in this study identified EFL teachers' spiritual negotiations in religiously inspired character education (CE). It is in light of proselytization in education that has widely been issued by some ELT practitioners (e.g., Edge, 2003; Pennycook & Coutand-Marin, 2003; Pennycook & Makoni, 2005; Varghese & Johnston, 2007). Thus, there is an urgent need to inquire into how EFL teachers' spirituality brings crucial impacts on their teaching practices (Bradley, 2011). In the Indonesian context, it is almost impossible to separate religious values from learning, especially with regard to implementing CE. Yet some educational settings seem to be reluctant with (religiously based) spirituality (Wong & Canagarajah, 2009). Mambu (2017) proposed in his study, disregarding spirituality is a very good option, though accommodating all religious views in the classrooms is a very good option, too. This qualitative study investigates EFL teachers' spiritual negotiations in ELT. Interview and classroom observations were used as instruments for data collection. Information in this study was gathered from two (Muslim and Christian) EFL teachers working in a state senior high school. The research findings indicated that both teachers presented spirituality in EFL classrooms by giving consideration to their secularism and religiosity. The data analyzed were categorized into three themes derived from Mambu's (2017) study: (1) a sense of self-reflexivity; (2) a sense of humanity and community; and (3) a sense of transcendence.

Keywords: character education (CE), 2013 curriculum, spirituality